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ABSTRACT

Categories of effective and ineffective behavior in regard to Goal Three of the Quality Education Program (regarding basic skills) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

BOOKLET 3

DESCRIPTION

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QUALITY EDUCATION PROGRAM STUDY

BASIC SKILLS

PENNSYLVANIA

GOAL THREE

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:

Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:

The Pennsylvania Department of Education

JUNE 1971

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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

Teachers, administrators, students, and parents in public, private, and parochial schools in the Commonwealth generally, and specifically the pilot areas of Allegheny, Beaver, Bucks, Erie, Luzerne and Westmoreland Counties and the Cities of Erie and Pittsburgh.

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For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

Goal One - Self Understanding
Booklet 1 — Description
Booklet 1A — Needs Assessment

Goal Two - Understanding Others
Booklet 2 — Description
Booklet 2A — Needs Assessment

Goal Three - Basic Skills
Booklet 3 — Description
Booklet 3A — Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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GOAL THREE

QUALITY EDUCATION SHOULD HELP EVERY CHILD ACQUIRE TO THE FULLEST EXTENT POSSIBLE FOR HIM MASTERY OF THE BASIC SKILLS IN THE USE OR WORDS AND NUMBERS.

"These basic skills fall into four categories: (1) the ability to acquire ideas through reading and listening, (2) the ability to communicate ideas through writing and speaking, (3) the ability to handle mathematical operations, (4) the ability to reason logically and to respect evidence. The level of performance that can be reasonably expected in each of these areas will vary from child to child. However, since a civilized society depends crucially upon the verbal and mathematical literacy of its members, it is of profound importance that the level of expectation in these matters for any child shall not be underestimated or regarded as fixed, and that every effort be made to give him the mastery he needs to function effectively."[1]

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational programs in Pennsylvania. Volume One: The Basic Program. Princeton,NNew Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

SUMMARY OF THE AREAS OF EFFECTIVE BEHAVIOR

Goal 3: Quality education should help every child acquire to the fullest extent possible for him the mastery of the basic skills in the use of words and numbers.

1. STUDENT DEMONSTRATED SKILL, OR INTEREST IN DEVELOPING HIS SKILL, IN READING COMPREHENSION.

2. STUDENT WAS ABLE TO COMPREHEND MATERIAL PRESENTED ORALLY, OR ORALLY AND VISUALLY.

3. STUDENT WAS ABLE TO COMMUNICATE ORALLY OR DEMONSTRATED AN INTEREST IN DEVELOPING HIS ORAL COMMUNICATION SKILLS.

4. STUDENT WAS ABLE TO COMMUNICATE IDEAS IN WRITING.

5. STUDENT WAS SKILLED OR WORKED TO IMPROVE IN GRAMMAR, PHONICS, SPELLING, VOCABULARY OR HANDWRITING.

6. STUDENT POSSESSED OR USED MATHEMATICAL SKILLS.

7. STUDENT DEMONSTRATED WILLINGNESS OR ABILITY TO REASON, TO THINK LOGICALLY, OR TO ACT RATIONALLY (OTHER THAN IN SOLVING MATHEMATICAL PROBLEMS OR IN INTERPRETING A STORY OR POEM).

8. STUDENT DEMONSTRATED HE WAS SKILLED IN A FOREIGN LANGUAGE OR HAD AN INTEREST IN DEVELOPING FOREIGN LANGUAGE SKILLS.

9. STUDENT DEMONSTRATED AN INTEREST IN LEARNING MORE OR DOING BETTER IN SCHOOL: STUDENT RECALLED INFORMATION PREVIOUSLY LEARNED (NOTE: EXCLUDED HERE ARE INCIDENTS INVOLVING MATHEMATICS OR OTHER SUBJECT MATTER AREAS PREVIOUSLY SPECIFIED).

0. MISCELLANEOUS.

   0.1 Miscellaneous, Goal 3 Effective.

   0.2 Miscellaneous, other than Goal 3 Effective.

Goal 3: Quality education should help every child acquire to the fullest extent possible for him the mastery of the basic skills in the use of words and numbers.

CATEGORIES OF EFFECTIVE BEHAVIOR

1. <u>STUDENT DEMONSTRATED SKILL, OR INTEREST IN DEVELOPING HIS SKILL, IN READING COMPREHENSION</u>

   1.1 Student demonstrated he was able to comprehend what he read (unless communication skills were also demonstrated).

      1.1-2 Student correctly answered question(s) on the reading material, or justified his answer as correct.

      1.1-3 Student gave an oral or written interpretation showing that he understood the meaning of the story, poem, or play he read (but not demonstrating communication skills primarily).

      1.1-5 Student understood what he read or knew what the story was about. More relevant information not given.

   1.2 Student, by verbal statement, indicated he saw the application of what he read to his own life.

   1.3 Student read directions or followed written instructions and made, repaired, did, or learned something (other than a mathematical skill).

   1.4 Student gained knowledge or information, or acquired and understood an idea, through reading; or student read in order to gain knowledge.

      1.4-1 Student did research or read to gain information for a report he was writing.

      1.4-2 Student read from many sources to gain information for a report he was writing.

      1.4-3 Student made a habit of reading extensively, with understanding.

   1.5 Student used what he read as a basis for a project or for work in another medium.

   1.6 Student adjusted his reading speed to the difficulty of the material.

   1.7 Student requested or did extra work to improve his reading skills.

Goal 3/Effective

1.8 Student, by verbal statement, indicated that it was important to know how to read.

Goal 3/Effective

2. STUDENT WAS ABLE TO COMPREHEND MATERIAL PRESENTED ORALLY, OR ORALLY AND VISUALLY.

2.1 Student demonstrated that he comprehended material presented orally.

2.1-1 Student, after viewing a movie, described what occurred in the film or wrote an essay on material in the film.

2.1-2 Student, after an oral and visual presentation or discussion, changed his opinion about the topic in question.

2.1-3 Student was able to follow or repeat instructions given orally, including those given on a recording.

2.1-4 Student was able to name the composer of the music to which he was listening.

2.2 Student, by verbal statement, indicated he appreciated words or remarks made orally.

2.3 Student listened to or heard what another said.

2.3-1 Student listened to what others said and related it to something else.

Goal 3/Effective

3. STUDENT WAS ABLE TO COMMUNICATE ORALLY OR DEMONSTRATED AN INTEREST IN DEVELOPING HIS ORAL COMMUNICATION SKILLS.

3.1 Student conveyed knowledge or acquired knowledge and conveyed it in an oral presentation (other than scientific knowledge).

3.1-1 Student had or acquired information or knowledge and participated in a debate or discussion.

3.1-2 Student had or acquired information or knowledge, gave an oral report, and participated in a discussion.

3.1-3 Student conveyed information or knowledge in an oral report or speech.

3.2 Student understood a specific thing or process (other than a math problem) and explained it to another.

3.2-1 Student understood or had knowiedge about a scientific or technical matter and explained it to others orally.

3.2-2 Student understood what he read and explained it to or discussed it with others, thus demonstrating good communication skills.

3.2-3 Student taught the class when the teacher was not there; or knew a lot and could explain it to others.

3.2-4 Student understood something (not specified), and explained it to others; or taught others to do something.

3.3 Student answered a question correctly (including instances where he also explained it to others).

3.4 Student gave a speech and got his point across.

3.4-1 Student gave a speech, got his point across; and the method of presentation was good.

3.4-2 Student gave a speech, got his point across, and used technically correct methods of speaking before a group.

3.5 Student gave an oral presentation or conducted a meeting and his manner of presentation was good (not including instances of reading a written presentation).

3.5-1 Student gave an oral presentation, his manner of presentation was good, and he used technically correct methods of speaking before a group.

3.5-2 Student, in communicating orally, controlled, captivated, or involved the group.

3.6 Student used technically correct methods of speaking (e.g., did not stutter; spoke clearly; spoke loudly; projected his voice; spoke words distinctly; pronounced words correctly; spoke quickly; held head high).

3.6-1 Student gave an oral presentation and used technically correct methods of speaking before a group (not including instances of reading a written presentation

3.6-2 Student, who was talking but not giving a speech, oral report or presentation, used technically correct methods of speaking.

3.6-3 Student, when reading aloud from a book or other printed material, read well.

3.7 Student was able to communicate effectively in an extemporaneous situation.

3.7-1 Student, in an informal discussion (among his peers or family), was able to communicate effectively.

3.8 Student read aloud or gave an oral presentation which was well written or well thought out, thus demonstrating both writing (thinking) and communication skills.

3.8-1 Student used technically competent methods of presentation and/or an effective manner of presentation when giving his well written or well thought out report, composition, etc.

3.9 Student wrote a report or other piece and presented it orally.

3.10 Student made an excellent or outstanding oral report.

3.10-1 Student won or was chosen to enter an oratorical or speech contest.

3.12 Student practiced or requested help in learning to develop oral communication skills.

3.12-1 Student, with a speech problem, acted to overcome it.

3.13 Student was willing to express himself orally.

Goal 3/Effective

4. STUDENT WAS ABLE TO COMMUNICATE IDEAS IN WRITING.

4.1 Student acquired ideas through reading or research and communicated them through writing and speaking (the important aspect of the behavior being the skill in written communication).

4.2 Student understood a poem, essay, or story he read, and was able to communicate his ideas about it in writing.

4.3 Student handled a written effort in a unique or imaginative way.

4.4 Student got his point or feeling across in a written effort (other than a poem); or student wrote something that was very clear and/or understandable.

4.5 Student demonstrated both good thinking or organizational ability and good writing ability.

4.6 Student did a longer or more difficult writing effort than his peers.

4.7 Student produced an especially good written effort.

4.8 Student wrote a poem, or conveyed his feelings about a specific person or thing by writing a poem.

4.9 Student produced other miscellaneous written efforts.

4.10 Student who was having difficulty writing something received help and produced improved work.

Goal 3/Effective

5. STUDENT WAS SKILLED OR WORKED TO IMPROVE IN GRAMMAR, PHONICS, SPELLING, VOCABULARY OR HANDWRITING.

5.1 Student used correct grammar or corrected a grammatical error he made.

5.1-1 Student corrected another's grammar.

5.2 Student explained an aspect of grammar.

5.3 Student's skill, knowledge, or attitude concerning grammar improved.

5.4 Student demonstrated he had mastered or was beginning to master phonics.

5.4-1 Student kept trying to learn to pronounce a particular word correctly.

5.5 Student showed ability or interest in spelling.

5.6 Student demonstrated good vocabulary skills.

5.7 Student pointed out the desirability of having a good vocabulary, or voiced his intention to improve his vocabulary.

5.8 Student did extra work on vocabulary-related items.

5.9 Student used a dictionary to find the meaning of a specific word.

5.10 Student had good or neat handwriting and/or printing, or his poor handwriting improved.

Goal 3/Effective

6. STUDENT POSSESSED OR USED MATHEMATICAL SKILLS; OR DEMONSTRATED AN INTEREST IN IMPROVING HIS MATHEMATICAL SKILLS.

6.1 Student was skilled in math.

6.1-1 Student understood math or worked a math problem, and then explained it to others.

6.1-2 Student correctly worked or performed a mathematical operation that no one else in the class could perform (other than proving a geometry theorem).

6.1-3 Student could do a mathematical operation or problem that most others in his class could not do.

6.1-4 Student worked math problem(s) fast and accurately.

6.1-5 Student worked a difficult problem or set of problems, or solved a problem rapidly.

6.1-6 Student did or was able to do his math homework or assignment.

6.1-7 Student worked math problem(s) without any help.

6.1-8 Student solved, invented, or asked about a math problem or understood a math operation that was beyond his grade level.

6.1-9 Student did or requested extra work in math above his grade level.

6.1-10 Student found an easier way to do a problem (other than a geometry proof).

6.1-11 Student did a math problem in his head.

6.1-12 Student got a book and taught himself a mathematical principle or skill.

6.1-13 Student demonstrated confidence in his ability to do math.

6.2 Student demonstrated skills in mathematical logic, relationships, etc.

6.2-1 Student saw and stated or asked about a mathematical or number relationship.

6.2-4 Student used math learned previously to work a harder or different type of problem.

6.2-5 Student, given a difficult problem, used logic; reasoned abstractly, or followed a recommended procedure for handling it or for making it easier to work (excluding chemistry problems).

6.2-6 Student thought about a math problem before doing it.

6.2-7 Student figured out a proof in geometry, or did a geometric proof in a shorter or easier way than was given by the teacher or text (excluding incidences where the student also explained the geometric proof or problem to another).

6.2-8 Student, in geometry, devised his own or revised an assumption necessary to do a proof.

6.2-9 Student was able to solve chemistry problems requiring mathematical calculations or use of mathematical concepts.

6.3 Student made use of mathematics or mathematical concepts outside math class (other than in solving chemical problems).

6.3-1 Student, when preparing to build or make something, used mathematical operation(s) to determine correct dimensions or to cut to required dimensions.

6.3-2 Student, when sewing, used math operations to measure and to determine how much material was needed.

6.3-3 Student, when preparing food for a different number of servings than the recipe yields, adjusted the recipe accordingly.

6.3-4 Student, in an art class, used math to figure the perspective or to prove the validity of the perspective principle.

6.3-5 Student used or wanted to use charts or graphs for demonstrating or plotting information.

6.3-6 Student, when shopping, selling, etc., used math.

6.3-7 Student used math in money-related matters at other times.

6.4 Student showed improvement in, or an interest in improving, his mathematical skills (not including a request for extra work above grade level).

6.4-1 Student worked to improve his math skills or grade.

Goal 3/Effective

6.5 Student had a positive attitude toward math or enjoyed math.

6.5-1 Student expressed pleasure at being able to do a particular mathematical operation.

6.5-2 Student found recreation in working with math.

6.5-3 Student demonstrated a positive attitude toward doing or learning math or math problem(s).

6.5-4 Student persevered in working on a problem or set of problems.

6.5-5 Student did programmed enrichment work in mathematics.

6.6 Student performed miscellaneous mathematical operations.

Goal 3/Effective

7. STUDENT DEMONSTRATED WILLINGNESS OR ABILITY TO REASON, TO THINK LOGICALLY, OR TO ACT RATIONALLY (OTHER THAN IN SOLVING MATHEMATICAL PROBLEMS OR IN INTERPRETING A STORY OR POEM).

7.1 Student was able to reason logically and to see relationships.

7.1-1 Student saw a relationship or parallel between two things.

7.1-2 Student deduced fact from previously learned facts, or could give a reason for one thing based on knowledge about another thing, or used two data sources to reach a conclusion.

7.1-3 Student used logical reasoning to figure out an answer or a concept, or gave a logical answer to a question.

7.1-4 Student transferred knowledge gained in one subject to a different subject matter area, or to a different area within the same subject.

7.1-5 Student noted a seeming or possible contradiction of facts and questioned it.

7.1-6 Student ascertained an error in logic or a lack of logic in statements made by others.

7.1-7 Student showed an ability to reason logically by creating something, by designing something, or by thinking of a good way to do or repair something.

7.2 Student respected evidence.

7.2-1 Student, after being presented with evidence that might have conflicted with what he thought or believed, accepted or acknowledged the evidence.

7.2-2 Student accepted the evidence that he needed to do better work and did the work to improve.

7.3 Student used a rational approach to life, or acted in a mature or responsible way.

7.3-1 Student used a rational approach to solve or alleviate an actual or potential problem.

7.3-2 Student, faced with an emergency situation which might or did result in injury to himself or others, acted logically or made a decision or choice based on logic.

7.3-3 Student, in the interest of safety, acted rationally or

Goal 3/Effective

7.3-3 in accordance with what he had been taught (not including the use of a logical approach to solve a problem).

7.3-4 Student, accepting limitations on his time, chose between two activities.

7.3-5 Student thought before acting or before giving his answer.

Goal 3/Effective

8. STUDENT DEMONSTRATED HE WAS SKILLED IN A FOREIGN LANGUAGE OR HAD AN INTEREST IN DEVELOPING FOREIGN LANGUAGE SKILLS.

8.1 Student demonstrated he was skilled in a foreign language.

8.2 Student, who was having difficulty with a foreign language, worked to improve his skill.

Coal 3/Effective

9. STUDENT DEMONSTRATED AN INTEREST IN LEARNING MORE OR DOING BETTER IN SCHOOL; STUDENT RECALLED INFORMATION PREVIOUSLY LEARNED (NOTE: EXCLUDED HERE ARE INCIDENTS INVOLVING MATHEMATICS OR OTHER SUBJECT MATTER AREAS PREVIOUSLY SPECIFIED.)

9.2 Student requested or got help in one or more subjects.

9.3 Student asked questions about something he did not understand.

9.4 Student, who was weak in the basic skills, asked for extra time or help in a subject area other than a basic skill, e.g., social studies, nutrition.

9.5 Student showed exceptional motivation to learn.

9.6 Student improved his grades or did better in school.

9.7 Student demonstrated he could recall information learned previously (not including instances when student transferred knowledge gained in one subject to a different subject area).

SUMMARY OF THE AREAS OF INEFFECTIVE BEHAVIOR

Goal 3: Quality education should help every child acquire to the fullest extent possible for him the mastery of the basic skills in the use of words and numbers.

1. STUDENT DEMONSTRATED LACK OF SKILL, OR INTEREST IN DEVELOPING HIS SKILL IN READING COMPREHENSION (NOTE: EXCLUDED HERE ARE INSTANCES WHEN A STUDENT COULD NOT COMPREHEND A READING ASSIGNMENT IN MATHEMATICS OR FOREIGN LANGUAGE).

2. STUDENT WAS UNABLE TO COMPREHEND MATERIAL PRESENTED ORALLY, OR ORALLY AND VISUALLY.

3. STUDENT WAS UNABLE TO COMMUNICATE ORALLY, OR DEMONSTRATED A LACK OF INTEREST IN DEVELOPING HIS ORAL COMMUNICATION SKILLS.

4. STUDENT WAS UNABLE TO COMMUNICATE IDEAS IN WRITING.

5. STUDENT WAS NOT SKILLED OR DID NOT WORK TO IMPROVE IN GRAMMAR, PHONICS, SPELLING, VOCABULARY, OR HANDWRITING.

6. STUDENT DID NOT POSSESS OR USE MATHEMATICAL SKILLS, OR DEMONSTRATED A LACK OF INTEREST IN IMPROVING HIS MATHEMATICAL SKILLS.

7. STUDENT DEMONSTRATED UNWILLINGNESS OR INABILITY TO REASON, TO THINK LOGICALLY, OR TO ACT RATIONALLY (OTHER THAN IN SOLVING MATHEMATICAL PROBLEMS OR IN INTERPRETING A STORY OR POEM).

8. STUDENT DEMONSTRATED HE LACKED SKILL IN A FOREIGN LANGUAGE OR LACKED INTEREST IN DEVELOPING FOREIGN LANGUAGE SKILLS.

9. STUDENT DEMONSTRATED A LACK OF INTEREST IN OR NEGATIVE ATTITUDE TOWARD LEARNING MORE OR DOING BETTER IN SCHOOL; STUDENT COULD NOT RECALL INFORMATION PREVIOUSLY LEARNED (NOTE: EXCLUDED HERE ARE INCIDENTS INVOLVING MATHEMATICS OR OTHER SUBJECT MATTER AREAS PREVIOUSLY SPECIFIED).

Goal 3/Summary - Ineffective

0. MISCELLANEOUS.

0.1 Miscellaneous, Goal 3 Ineffective.

0.2 Miscellaneous, other than Goal 3 Ineffective.

Goal 3: Quality education should help every child acquire to the fullest extent possible for him the mastery of the basic skills in the use of words and numbers.

CATEGORIES OF INEFFECTIVE BEHAVIOR

1. STUDENT DEMONSTRATED LACK OF SKILL, OR INTEREST IN DEVELOPING HIS SKILL IN READING COMPREHENSION. (NOTE: EXCLUDED HERE ARE INSTANCES WHEN A STUDENT COULD NOT COMPREHEND A READING ASSIGNMENT IN MATHEMATICS OR FOREIGN LANGUAGE).

   1.1 Student demonstrated he was unable to comprehend what he read; or gave an inappropriate interpretation of what he read.

   1.1-1 Student did poorly on a reading test or in the remedial reading material.

   1.1-2 Student did not satisfactorily answer question(s) on reading material.

   1.1-3 Student gave an inappropriate or no interpretation of a story, poem, essay, etc., he read.

   1.1-4 Student could not comprehend concepts which he read.

   1.1-6 Student was not able to comprehend what he read and heard discussed.

   1.1-7 Student was unable to read and understand instructions, messages, notices, etc.

   1.1-8 Student has trouble with his reading, or cannot read.

1.3 Student did not read or follow written instructions, directions, etc.

1.7 Student would not do the extra work required to improve his reading skills.

Goal 3/Ineffective

2. STUDENT WAS UNABLE TO COMPREHEND MATERIAL PRESENTED ORALLY, OR ORALLY AND VISUALLY.

   2.1 Student demonstrated that he did not or could not comprehend material presented orally.

      2.1-3 Student did not listen to or did not follow instructions given orally.

Goal 3/Ineffective

3. <u>STUDENT WAS UNABLE TO COMMUNICATE ORALLY, OR DEMONSTRATED A LACK OF INTEREST IN DEVELOPING HIS ORAL COMMUNICATION SKILLS</u>.

3.1 Student did not convey knowledge in an oral presentation; student acquired knowledge but did not convey it in an oral presentation.

3.1-4 Student acquired knowledge but gave an incomplete oral report based on it.

3.1-5 Student acquired knowledge but avoided or tried to avoid giving an oral report (unless motivated by a speech defect or problem).

3.2 Student could not explain something to others.

3.2-2 Student could not explain, discuss, or give his impression of the poem, story, etc., he read.

3.3 Student could not or would not answer a question.

3.6 Student did not use technically correct methods of speaking.

3.6-3 Student, when reading aloud from a book or other printed material, read poorly or ineffectively.

3.6-4 Student, who was to read aloud, stated he would not do so.

3.7 Student was unable to communicate effectively in an extemporaneous situation.

3.8 Student read aloud or gave orally a presentation which was not well written or well thought out.

3.11 Student refused to communicate orally or would not give an oral report (not including instances when the requisite knowledge had already been acquired, or when the refusal was motivated by a speech defect or problem).

3.12 Student did not request help in learning to develop oral communication skills.

3.12-2 Student, who had a speech problem or defect, sought to avoid speaking.

Goal 3/Ineffective

4. STUDENT WAS UNABLE TO COMMUNICATE IDEAS IN WRITING.

4.2 Student was unable to communicate his ideas in writing about a poem, essay, or story he read.

4.2-1 Student was unable to communicate his own ideas in writing about a poem, book, etc., and copied someone else's work.

4.3 Student was unable to handle a written effort that required imagination or other unusual treatment.

4.3-1 Student wrote a paper of an inappropriate subject.

4.4 Student was unable to get his point or feelings across in a written effort; or student wrote something that was unclear or not understandable.

4.4-1 Student did poorly on written tests.

4.5 Student demonstrated both poor thinking or organizational ability and poor writing ability.

4.7 Student produced a poor written effort.

4.11 Student indicated a lack of interest in writing or an inability to write.

4.11-1 Student did not do a writing assignment.

Goal 3/Ineffective

5. STUDENT WAS NOT SKILLED OR DID NOT WORK TO IMPROVE IN GRAMMAR, PHONICS, SPELLING, VOCABULARY, OR HANDWRITING.

5.1 Student could not or did not want to use correct grammar.

5.1-2 Student demonstrated a lack of interest in learning correct grammar.

5.3 Student's grammar skills or knowledge did not improve.

5.4 Student demonstrated he had not mastered phonics.

5.5 Student showed lack of ability or interest in spelling.

5.6 Student demonstrated poor vocabulary skills or a lack of interest in developing vocabulary skills.

5.9 Student did not use the dictionary to find the meaning of specific word(s) (unless student also demonstrated poor vocabulary or spelling skills).

5.10 Student had poor or messy handwriting and/or printing.

Goal 3/Ineffective

6. STUDENT DID NOT POSSESS OR USE MATHEMATICAL SKILLS, OR DEMONSTRATED A LACK OF INTEREST IN IMPROVING HIS MATHEMATICAL SKILLS.

6.1 Student was not skilled in math or had difficulty with certain mathematical operations (excluding instances in which student did not ask for help).

6.1-14 Student had difficulty with problem(s) dealing with fractions.

6.1-15 Student had difficulty solving problems dealing with percents, with fractions and percents, or with decimals.

6.1-16 Student had difficulty with subtraction problem(s).

6.1-17 Student did not know or could not remember his multiplication facts or tables.

6.1-18 Student had difficulty with multiplication problem(s).

6.1-19 Student had difficulty with division problem(s).

6.2 Student demonstrated he lacked skills in mathematical logic, relationships, etc., (excluding instances also showing deficiency in one or more basic mathematical skills, such as multiplication or division).

6.2-2 Student could not grasp certain mathematical or geometrical concepts.

6.2-3 Student had diffidulty solving equations or using formulas to solve problems.

6.2-4 Student did not use math learned earlier or in a previous class to work a problem, or could not transfer skills learned in math to concepts involving math in another subject area (other than chemistry).

6.2-5 Student, given a difficult problem, failed to use logic or to reason abstractly in order to understand or handle it.

6.2-9 Student was unable to solve or understand chemistry problems requiring mathematical calculations or the use of mathematical concepts.

6.3 Student did not make (proper) use of mathematics or mathematical concepts outside math class (other than in chemistry or in connection with thinking logically).

Goal 3/Ineffective

6.3-1 Student, when preparing to build or make something, did not use (proper) mathematical operation(s) to determine correct dimensions or to cut to required dimensions.

6.3-3 Student, when preparing food, did not make proper use of math or measurement.

6.4 Student failed to show improvement in or an interest in improving his mathematical skills.

6.4-1 Student demonstrated a lack of interest in or was apathetic toward improving his math skills.

6.5 Student had a negative attitude toward math or disliked math (in ways not previously specified).

6.6 Student could not or did not perform miscellaneous mathematical operations.

Goal 3/Ineffective

7. STUDENT DEMONSTRATED UNWILLINGNESS OR INABILITY TO REASON, TO THINK LOGICALLY, OR TO ACT RATIONALLY (OTHER THAN IN SOLVING MATHEMATICAL PROBLEMS OR IN INTERPRETING A STORY OR POEM).

7.1 Student was unable to reason logically or to see relationships.

7.1-1 Student was not able to see a relationship or parallel between two things.

7.1-2 Student was not able to deduce fact from previously learned facts, or could not give a reason for one thing based on knowledge about another thing.

7.1-4 Student did not transfer knowledge gained in one subject to a different subject matter area, or to a different area within the same subject.

7.1-5 Student noted a contradiction of facts, but did not use logic to figure out the true meaning.

7.2 Student did not respect evidence.

7.2-1 Student, after being presented with evidence that conflicted with what he thought or believed, would not accept or acknowledge the evidence.

7.2-2 Student would not accept the evidence that he needed to change his behavior to do better, to do something a different way, etc.

7.3 Student did not use a rational approach to life, or did not act in a mature or responsible way.

7.3-1 Student did not use a rational approach to solve, or alleviate an actual or potential problem.

7.3-5 Student demonstrated he had not thought before acting.

7.3-6 Student, when arguing, disagreeing, or debating, acted emotionally rather than using a rational approach.

Goal 3/Ineffective

8. STUDENT DEMONSTRATED HE LACKED SKILL IN A FOREIGN LANGUAGE OR LACKED INTEREST IN DEVELOPING FOREIGN LANGUAGE SKILLS.

8.1 Student demonstrated he lacked skill or interest in a foreign language (including instances when English is the foreign language).

Goal 3/Ineffective

9. STUDENT DEMONSTRATED A LACK OF INTEREST IN OR NEGATIVE ATTITUDE TOWARD LEARNING MORE OR DOING BETTER IN SCHOOL: STUDENT COULD NOT RECALL INFORMATION PREVIOUSLY LEARNED. (NOTE: EXCLUDED HERE ARE INCIDENTS INVOLVING MATHEMATICS OR OTHER SUBJECT MATTER AREAS PREVIOUSLY SPECIFIED.)

   9.1 Student demonstrated a negative attitude toward school in general or toward specific subjects (other than math or communication arts).

   9.7 Student demonstrated he did not have a good memory or could not recall information learned previously (not including instances when student was unable to transfer knowledge).

   9.8 Student cheated or copied another's answers.

RATIONALE

Goal Three - Area 1

STUDENT DEMONSTRATED SKILL, OR INTEREST IN DEVELOPING HIS SKILL, IN READING COMPREHENSION.

Description

The behaviors in this area illustrate skill in reading comprehension or interest in developing such skill. The student demonstrates through class performance his ability to comprehend and apply what he reads. Behaviors reported in this area also include interest in improving or developing skill in reading comprehension. The student through a verbal statement indicates the importance of reading, requests extra work or does additional work on his own to improve his skills in reading comprehension.

Analysis

Behaviors in this area occur in a variety of school settings. Appropriate skill in reading comprehension must be grounded in successful achievement of word attack and related reading skills at previous grade levels. The student must have sufficient experiential and oral language background to deal with the concepts about which he is reading. Adequate visual acuity and appropriate perceptual skills are also necessary. It is at least desirable, and perhaps essential, that a student view reading as an activity essential for the achievement of some of his goals.

Motivation as a prerequisite for interest in developing skills cannot be overlooked. This could come from various teacher strategies, peer pressure or from felt self-needs of the individual student.

RATIONALE

Goal Three - Area 1

Application

Through normal class processes, such as tests, reading assignments, book reports, etc., the degree to which the student has achieved skill in reading comprehension can be readily assessed. Through informal discussions where students relate facts or information which reflect individual reading effort on an area of interest will also provide insights on the student's reading comprehension.

The teacher through praise can do much to motivate the student to improvement of reading. Reading materials relating to student interests should be made readily available. Local resource people, including municipal librarians, could be utilized as inspirational and motivational personnel. In cases where the student possesses neither the skill or interest some remedial approach may be advisable.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2 and 3.

RATIONALE

Goal Three - Area 2

STUDENT WAS ABLE TO COMPREHEND MATERIAL PRESENTED ORALLY, OR ORALLY AND VISUALLY.

Description

The behaviors in this area concern the student's comprehension of oral instructions, phonograph records, oral reports, films, and news programs on television. Although most of the behaviors reported relate to the school setting, several incidents reported by parents concern students displaying understanding of news broadcasts and documentaries viewed on television. Behaviors include not only comprehension of orally presented material but the relating of the idea or information to another student who missed the meaning or hadn't paid attention. The student demonstrates comprehension by providing correct oral responses to questions, scoring high on a quiz, correctly following instructions or through discussion that requires comprehension or appreciation of materials.

Analysis

Behaviors in this area occur in a variety of settings. The teacher may give instructions, read a literary work, show a film, or play a record which will produce behaviors in this area. Similar behaviors are also appropriate in the home after parental instructions for specific chores or family discussions of television broadcasts. The behavior is also appropriate throughout one's life where comprehension of visual materials and oral presentations and/or instructions are essential in all fields of endeavor. Motivation for the behavior is often a quiz or merely personal interest.

RATIONALE

Goal Three - Area 2

The student must have appropriate perceptual and listening skills. He must have an adequate grasp of the vocabulary and conceptual content of the oral presentation.

Application

Teachers can provide the opportunities for this behavior to occur through the methods listed in the above description and analysis. Exercises to make students more proficient in listening can be given through follow-up questions or quizzes after films and recordings. Homework can also be assigned that requires viewing special television broadcasts and reporting the highlights through outline or essay form.

Art and music appreciation through the use of films, filmstrips and records is an excellent way of eliciting this behavior.

For further suggestions see also "Teacher Strategies" section of this booklet, Area: 11.

RATIONALE

Goal Three - Area 3

STUDENT WAS ABLE TO COMMUNICATE ORALLY OR DEMONSTRATED AN INTEREST IN DEVELOPING HIS ORAL COMMUNICATION SKILLS.

Description

The behaviors in this area reflect ability on the part of the student to communicate orally or behavior evidencing interest in developing oral communication skills. The behavior includes conveying knowledge through an oral report, explaining a specific phenomenon or process, answering questions correctly, giving a speech, conducting a meeting, and communicating effectively in an extemporaneous situation.

The reported behaviors illustrating interest in developing this skill include students requesting help and self-imposed practice to improve oral communication skills.

Analysis

The reported behaviors cover practically all facets of the school program. This behavior to a great extent, can be elicited by teacher initiated or directed discussions, questions or assignments. The behaviors are similar to behaviors which are important after leaving school for further education or a job.

For a student to exhibit this behavior knowledge and vocabulary of the subject or assignment must have been acquired to a certain degree. Motivation is also important, since a student will more readily and effectively communicate orally if the subject is of interest to him, or if motivation is provided in some manner by the teacher or his peers.

Failure to effectively exhibit this behavior may result from a physical or emotional deficiency of the student. He may have a speech defect, an ethnic accent, or be extremely shy, which would inhibit this

behavior.

Effective behavior in this area is generally contingent upon recognition by the student that good results will ensue and a desire to perform well. This behavior will be inhibited if only negative appraisals are employed by the teacher and students.

Application

It is not difficult for the teacher to provide situations for the behavior to occur. The usual assignments, including oral reports, experiments, discussions and debates, provide the opportunities for oral communications.

The teacher should be alert to physical or emotional deficiencies and pursue remedial assistance for the student if appropriate. Effort should be made to assure appraisal of student effort is not negative oriented for this could stymie progress of the student attempting to effectively achieve this behavior. Praise and approval will greatly enhance and motivate student behavior in effective oral communication.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 5, 6, 7 and 9.

RATIONALE

Goal Three - Area 4

STUDENT WAS ABLE TO COMMUNICATE IDEAS IN WRITING.

Description

The behaviors in this area illustrate the ability of the student to produce a good written effort. The students demonstrate their behavior in the form of various assigned written reports and unassigned written efforts which result from reading or research in an area of interest. Although the behaviors report good thinking and organizational ability, they do not necessarily reflect creative writing endeavors.

Analysis

Prerequisite skills of reading, vocabulary, grammar and handwriting are obviously needed to produce written efforts worthy of reporting as effective behavior in this area. Although these behaviors are not unique to secondary education, the majority of the behaviors comprising this area were reported about secondary school students.

Failure of the student to perform effectively in this area may be the result of a deficiency in one of the above skill areas. If the teacher can diagnose a specific deficiency, this may indicate the need for remedial or reinforcement exercises.

Application

The teacher, through usual classroom work, particularly in areas such as English and social studies, will provide the opportunities for this behavior to occur. For those students who do not exhibit these effective behaviors, more structured tests or assignments may be made as a diagnostic tool to determine a skill deficiency which may inhibit the

RATIONALE

Goal Three - Area 4

student from performing in a satisfactory manner. Physical defects could also impair achievement and should not be overlooked.

Motivation and praise for good work is also a factor as in most school endeavors.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 4, 6, 8 and 9.

RATIONALE

Goal Three - Area 5

STUDENT WAS SKILLED OR WORKED TO IMPROVE IN GRAMMAR, PHONICS, SPELLING VOCABULARY OR HANDWRITING.

Description

The behaviors reported in this area include two types, demonstrated student skills and a concerted effort on the part of the student to improve in one or more of these skills. Those behaviors reflecting efforts to improve illustrated student awareness of a personal skill weakness and of the importance of improving his skill to produce better school work.

Analysis

Generally, behaviors reported in this area occur in the language-arts area of the school program. The behavior is equally applicable to elementary and secondary students. The teacher can readily provide opportunities for the behavior to occur during the normal classroom teaching, assignments and homework.

The behaviors relating to improving skills is generally more difficult to elicit since student motivation, personal needs, home and family background, etc., play an important role in the student's desire to achieve.

Various prerequisite perceptual and cognitive skills are required for capability in these language-arts skills at any given grade level. Attempts to improve imply recognition of deficiencies and of the importance of these skills in all areas of living.

Application

Situations which elicit this behavior are commonplace in the normal school day, especially in the language-arts curriculum. Extra

RATIONALE

Goal Three - Area 5

practice or drill may be required for some, depending upon their degree and rate of skill development. Those needing this additional work should be readily identified.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 6, 7, 8 and 9.

RATIONALE

Goal Three - Area 6

STUDENT POSSESSED OR USED MATHEMATICAL SKILLS; OR DEMONSTRATED AN INTEREST IN IMPROVING HIS MATHEMATICAL SKILLS.

Description

The behaviors in this area are concerned with student demonstrated skills in mathematics or demonstrated, overt interest in improving mathematical skills.

Evidence of skills is demonstrated through the spectrum from arithmetic through mathematical logic, relationships, etc. Behaviors include cases in which students work ahead, request help, experience recreation in math work and work on their own time to improve.

Analysis

The behaviors in this area occur in math, geometry, chemistry, home economics, and industrial arts classes. Parent and student reported behaviors include instances where students use mathematics while shopping, selling and in other money-related matters.

These behaviors imply a desire to achieve or improve. A student's failure to achieve this behavior may require diagnostic procedures to determine areas in need of additional work. Perceptual skills, some reading ability and knowledge of mathematical content at previous grade levels are all required for adequate performance at grade level.

Application

The student will normally have the opportunity to exhibit this behavior in the classroom setting. If after diagnosing deficiencies additional individual work is deemed advisable, the teacher could pursue a course such as: enlisting the aid of another student to help, provide extra opportunities for a student to practice, arrange for a remedial

class or special outside help.

The teacher should make a point of commending a student for this behavior and demonstrate personal interest and concern for the student unable to perform satisfactorily.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 15 and 16.

RATIONALE

Goal Three - Area 7

STUDENT DEMONSTRATED WILLINGNESS OR ABILITY TO REASON, TO THINK LOGICALLY, OR TO ACT RATIONALLY (OTHER THAN IN SOLVING MATHEMATICAL PROBLEMS OR IN INTERPRETING A STORY OR POEM).

Description

The behaviors in this area are concerned with reasoning, logical thinking and rational acts. The student demonstrates the ability to see relationships between two things or the ability to reason logically. Rational responses to life problems or emergency situations are also included in this area. Not included in this area are behaviors of reasoning or logical thinking relating to mathematics (as in Area 6).

Analysis

Behaviors in this area occur in a variety of settings. The reporters observed reasoning and logical thinking in many areas of the school program where deductions were made from previously learned facts. The ability to reason logically was reported in instances where the student used this ability to create, design or conceive of a new or better way of accomplishing something. Prerequisites for this behavior would be previously learned knowledge or skill and, of course, motivation to achieve the reported behavior.

The behaviors reported illustrating rational acts dealt mainly with emergency or potential emergency problems. The student in these incidents reacted in a mature and responsible manner to prevent, or alleviate a potential dangerous situation.

Although many of the behaviors were related to the school setting they are by no means unique to the school environment. A student at any stage of his development could demonstrate this behavior to a

certain degree of sophistication.

Application

The teacher may structure a variety of situations, such as discussions, projects, simulated exercises, etc., which are likely to elicit behaviors in this area. Behaviors illustrating mature or rational acts are somewhat more difficult to provide but not impossible. Simulation exercises and role playing are examples that can provide opportunities for the behavior to occur and provide the teacher with some insights about the individual student responses. The teacher should show approval of the display of the behaviors.

Students unable to behave in this area should be given help or counselling to determine possible need for remedial work in the school subject related areas. Students unable to produce effective mature behavior may also require diagnosis to determine possible physical or emotional deficiencies.

For further suggestions see also "Teacher Strategies" section of this booklet, Area: 13.

RATIONALE

Goal Three - Area 8

STUDENT DEMONSTRATED HE WAS SKILLED IN A FOREIGN LANGUAGE OR HAD AN INTEREST IN DEVELOPING FOREIGN LANGUAGE SKILLS.

Description

The behaviors in this area reflect demonstrated student skill in a foreign language in or out of the school setting and self-initiated interest in developing skill in a foreign language.

Analysis

Behaviors reflecting student skill in this area occur in the school class setting and out of school as evidenced by some parent reporters. These out-of-school incidents involve the student's skill in conversing with a friend or family member, or teaching a sibling the foreign language he was taking in school.

Behaviors also include an interest in improving or developing skills in the language. The student, aware of an inadequacy, requests help or additional work to raise his performance to a satisfactory level.

Foreign language skill is based in aural-visual perceptual capability, prerequisite cognitive skills as in mastery of the English language, and an appreciation of the value and interest of such a skill.

Application

The teacher can readily assess this demonstrated skill behavior in the classroom through conversation, discussion, tapes and tests. The teacher can further promote the behavior through adequate praise and encourage use of the language out of school with friends, neighbors and family.

RATIONALE

Goal Three - Area 8

In cases where a student does not exhibit this behavior, the teacher may initiate proper remedial or tutorial assistance to help.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 11 and 14.

RATIONALE

Goal Three - Area 9

STUDENT DEMONSTRATED AN INTEREST IN LEARNING MORE OR DOING BETTER IN SCHOOL; STUDENT RECALLED INFORMATION PREVIOUSLY LEARNED (EXCLUDED ARE INCIDENTS INVOLVING MATHEMATICS OR OTHER SUBJECT MATTER AREAS PREVIOUSLY SPECIFIED).

Description

The behaviors in this area illustrate student interest in learning or performing better in school work and ability to recall previously learned information. There is considerable similarity between this area and Goal Four, Areas 1, 3, 4 and 6.

Behavior demonstrating recall of previously learned information does not include transferred knowledge from one subject to another or logical reasoning as in Area 7.

Analysis

Behaviors reported in this area take place in the school setting. The student is aware of personal inadequacies and possesses the motivation or interest to do something about it. Sometimes this motivation or interest to improve work is related to the student's physical and emotional development. Motivation provided by the teacher, the home and peers can be a significant factor. Background perceptual skills and previously learned knowledge are essential in most cases.

Application

The teacher through class and individual discussions can encourage the student to self-evaluation and create the atmosphere for this behavior to occur. The teacher should be cognizant of the physical and emotional development of the student and the possible effect this may have on attitudes and disposition. Teacher contacts with the home are

RATIONALE

Goal Three - Area 9

advisable to encourage parents understanding, support and motivation to help the student in exhibiting this behavior.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 12 and 13.

SUMMARY OF TEACHER STRATEGIES

Goal Three

1. TEACHER PROVIDED OR ARRANGED FOR REMEDIAL HELP IN READING.
2. TEACHER AIDED A STUDENT TO IMPROVE HIS READING COMPREHENSION.
3. TEACHER ATTEMPTED TO INCREASE OR MAINTAIN INTEREST IN READING.
4. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP WRITING SKILLS.
5. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP ORAL COMMUNICATION SKILLS.
6. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS GRAMMAR.
7. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS PHONIC OR WORD ATTACK SKILLS.
8. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS SPELLING.
9. TEACHER ENCOURAGED OR HELPED A STUDENT TO INCREASE HIS VOCABULARY.
10. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP COMMUNICATION AND OTHER BASIC SKILLS.
11. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS LISTENING SKILLS
12. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP RESEARCH SKILLS.
13. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP SKILLS IN LOGICAL OR CRITICAL THINKING.
14. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP FOREIGN LANGUAGE SKILLS.
15. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP MATHEMATIC SKILLS.
16. TEACHER GAVE GENERAL ENCOURAGEMENT, OR HELP TO A STUDENT.

TEACHER STRATEGIES

Goal Three

1. TEACHER PROVIDED OR ARRANGED FOR REMEDIAL HELP IN READING.

   1.1 Teacher placed a student in a remedial reading class.

   1.2 Teacher put a student in a situation (reading lab, S.R.A. reading program, etc.) where he could read and progress at his own level.

   1.3 Teacher placed a student with poor reading ability in a small group situation.

   1.4 Teacher arranged for a student to do reading and/or drill work with a lower grade class.

   1.5 Teacher arranged for or encouraged a student with poor reading ability to read easier material than his age-grade level would normally use.

   1.6 Teacher gave or arranged for individual help (tutor, reading teacher, etc.)

   1.7 Teacher had an older student help a younger student with his reading, either to develop the older student's reading skills or the younger student's, or both.

   1.8 Teacher attempted to develop the phonics skills of a student who had difficulty with reading.

2. TEACHER AIDED A STUDENT TO IMPROVE HIS READING COMPREHENSION.

   2.1 Teacher worked with a student individually in improving his reading comprehension, including asking questions, discussing what he read and what was most important, having him rephrase sections in his own words, etc.

   2.2 Teacher, to aid a student in making a correct interpretation of written material, had other class members enter into the discussion or asked the student to listen to presentations and opinions of other students.

   2.3 Teacher aided a student in the proper or most efficient way to read by summarizing or pointing out important parts or questions beforehand, or by having the student prepare questions to be answered while reading the material.

   2.4 Teacher demonstrated or stressed the importance of reading accurately.

TEACHER STRATEGIES

Goal Three

2.5 Teacher, when a student could not understand a problem, experiment, etc., suggested he reread the material, or suggested he reread the various parts rather than reading it as a whole.

2.6 Teacher had a poor reading student write or tell a story, poem, or song of his own (including having pre-primary students contribute ideas for an experience chart).

2.7 Teacher had a poor reading student tell a story or rewrite a story in his own words.

3. TEACHER ATTEMPTED TO INCREASE OR MAINTAIN INTEREST IN READING.

3.1 Teacher informed a student that being able to read was necessary for accomplishing a particular future, desire, plan, etc.

3.2 Teacher, in order to increase a student's interest in reading or his reading skills, worked to find a subject in which the student would be interested.

3.3 Teacher, by drawing on a student's known interest in one area or thing, attempted to get him interested in reading, or used this as an aid to increasing his reading skills.

3.4 Teacher read to the class books that would interest them or stimulate their own reading.

3.5 Teacher by what he said or how he read awakened the student's interest in reading a particular work or on a particular topic.

3.6 Teacher had or encouraged student to read aloud to the teacher or the student's parents, or read aloud at home by himself.

3.7 Teacher encouraged students to make known their favorite story, book, etc.

3.8 Teacher made additional books available in the classroom for a student already skilled in reading or gave him the opportunity to select books from the library.

3.9 Teacher, to aid in appreciation or understanding of a poem, had a student dramatize it or present it to the class.

3.10 Teacher had students dramatize a play, novel, story, part of story, etc.

3.11 Teacher used a multi-media approach to arouse or maintain interest or appreciation of certain reading material.

TEACHER STRATEGIES

Goal Three

3.12 Teacher encouraged freedom of movement in the classroom, or used a series of reading books other than that prescribed by the school system.

3.13 Teacher used incentives, rewards, or compliments.

4. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP WRITING SKILLS.

4.1 Teacher had a class discuss or work together on a written effort.

4.2 Teacher provided samples or/an explanation prior to having students produce their own written efforts.

4.3 Teacher pointed out errors, or both good and bad points, in actual written efforts.

4.4 Teacher had pre-primary children compose a written effort by having them tell the teacher what to write.

4.5 Teacher provided for an experience and then had students write about the experience.

4.6 Teacher gave a writing assignment in which the student was required to express his feelings.

4.7 Teacher assigned a topic which would require students to draw on their imagination.

4.8 Teacher had students describe in writing something they could see.

4.9 Teacher helped a student to find an interesting subject or topic about which to write.

4.10 Teacher assigned a topic or subject which would be interesting to the student.

4.11 Teacher requested or had a student produce a written effort for class or school presentation.

4.12 Teacher encouraged a student to enter a contest requiring writing skills, or encouraged student to write a letter, article, etc. for publication.

4.13 Teacher gave student the freedom to express himself through writing.

4.14 Teacher praised a student's written efforts, encouraged him to write, showed an interest in what he wrote, etc.

TEACHER STRATEGIES

Goal Three

4.15 Teacher had a student write letters to a specific person.

4.16 Teacher, in trying to develop letter writing skills, had certain students receive and analyze the letters of other students.

4.17 Teacher stressed the structural aspects in written efforts, including clarity, organization, etc.

4.18 Teacher aided a student in developing a particular written effort.

4.19 Teacher gave or arranged for a beginning to a written effort and had students complete it.

4.20 Teacher had a student begin with or compile a list of descriptive words prior to actually doing his written effort, assignment, etc.

4.21 Teacher, when student was having difficulty writing, gave him instruction on the basic mechanics of writing.

4.22 Teacher worked with or gave extra help, time, and effort to a student who lacked writing skills or who needed to further develop his writing skills.

4.23 Teacher had two students work together to develop the writing skills of one or both.

4.24 Teacher, when disciplining a student, assigned the writing of an essay rather than assigning a particular phrase to be written several times.

5. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP ORAL COMMUNICATION SKILLS.

5.1 Teacher noted a student's interest in a particular subject and suggested or requested he give an oral report on it.

5.2 Teacher provided an opportunity for a student to give an oral presentation on a subject that interested him.

5.3 Teacher arranged for a student to have an experience which interested him and encouraged him to communicate orally about the experience.

5.4 Teacher assigned a student to give an oral report, presentation, etc.

TEACHER STRATEGIES

Goal Three

5.5 Teacher suggested a student use a resource person, including a parent, to aid him in preparing an oral presentation.

5.6 Teacher gave student samples of oral presentations, copies of reports, etc. to aid him in preparing his own oral report, presentation, etc.

5.7 Teacher read aloud or used errors in speech and had class pick these out and discuss them.

5.8 Teacher had class members critique each other's oral presentations, speeches, etc.

5.9 Teacher had students work in small groups in order to develop skill in oral communication.

5.10 Teacher had a student give a dramatic presentation or reading, play, skit, etc.

5.11 Teacher appointed or asked a specific student to head a group activity requiring oral communication.

5.12 Teacher helped a student prepare an oral presentation or helped him with preliminary planning.

5.13 Teacher let a student practice his speech before the teacher or before a small group of his friends prior to his giving it before the class or a larger group.

5.14 Teacher allowed a student to tape record his oral presentation and then play the tape to the class rather than having him give it "live" before the class.

5.15 Teacher allowed a student to supplement his oral report, speech, etc. by the use of audio-visual aids.

5.16 Teacher used tape recording of student's voices, reports, etc. as a diagnostic tool or teaching aid for improving a student's oral communication skills.

5.17 Teacher used a tape recorder as a motivational device to encourage additional practice prior to tape recording.

5.18 Teacher helped a student to develop confidence or skill in oral communication.

5.19 Teacher avoided pressuring or forcing a student to speak before the class.

TEACHER STRATEGIES

Goal Three

5.20 Teacher allowed a student to tell or conversationally relate his oral report rather than reading it or making a formal speech.

5.21 Teacher allowed or arranged for a student to use puppets, or other props while giving his oral presentation.

5.22 Teacher encouraged a student to participate in show and tell or aided him in participating in show and tell.

5.23 Teacher arranged opportunities for a student to demonstrate or express his knowledge of a subject.

5.24 Teacher, when a student had difficulty in oral communication, made certain he had many in-class opportunities in which to speak.

5.25 Teacher, when a student had difficulty in oral communication, spent time with the student, talking and working with him.

5.26 Teacher had a student give an oral presentation requiring the use of prior research.

5.27 Teacher encouraged a student to become involved in an extra-curricular activity requiring oral communication skills.

5.28 Teacher asked or required other class members to avoid embarrassing a student who had difficulty communicating orally.

5.29 Teacher arranged for a speech therapist to work with a student who had a speech problem.

6. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS GRAMMAR.

6.1 Teacher pointed out a student's incorrect grammar to him.

6.2 Teacher made a point of using correct grammar in the presence of a student who used poor grammar.

6.3 Teacher appointed a student to act as a proofreader for other students' written assignments.

6.4 Teacher, after supplying comment or aid, had a student correct or redo his written assignment.

6.5 Teacher used games, special interest measures, etc. to aid in development of grammar skills.

TEACHER STRATEGIES

Goal Three

7. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS PHONIC OR WORD ATTACK SKILLS.

   7.1 Teacher used games, questions, or riddles to aid a student with rhyming words, beginning sounds, etc.

   7.2 Teacher used nursery rhymes, children's poems, etc. to aid a student in developing skills in phonics.

   7.3 Teacher used pictures to illustrate sounds.

   7.4 Teacher encouraged a student to try harder in learning phonics or word attack skills.

   7.5 Teacher taught, either initially or in a remedial situation, individual sounds of letters, including showing student how to figure out words with common sound.

   7.6 Teacher did remedial work with a student on word attack skills or memorization of words.

8. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS SPELLING.

   8.1 Teacher, to help a student with spelling, made up word lists either in the student's area of interest or from lower grade level book.

   8.2 Teacher had a student do extra work with his spelling words.

   8.3 Teacher analyzed the cause of a student's poor spelling performance.

   8.4 Teacher gave a student a responsibility involving spelling words.

   8.5 Teacher used denial of privileges, sarcasm, or peer ridicule to influence a student to develop skill in spelling.

9. TEACHER ENCOURAGED OR HELPED A STUDENT TO INCREASE HIS VOCABULARY.

   9.1 Teacher used records, tape recordings, etc. to aid in vocabulary development.

   9.2 Teacher used games or special interest measures to aid in vocabulary development.

   9.3 Teacher used word roots as an aid to increasing understanding of vocabulary words.

TEACHER STRATEGIES

Goal Three

9.4 Teacher related unfamiliar or unknown words to familiar ones to serve as clues.

9.5 Teacher had a student give a definition in his own words.

9.6 Teacher had a student use his dictionary.

9.7 Teacher did work to increase a student's skill or interest in the use of homonyms.

9.8 Teacher aided or had student do work to increase his vocabulary.

10. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP COMMUNICATION AND OTHER BASIC SKILLS.

10.1 Teacher attempted to make students aware of the importance of communication.

10.2 Teacher allowed a student to express himself or his answers in the communication medium with which the student was most skilled.

10.3 Teacher made a special effort to aid a student who lacked basic skills.

10.4 Teacher made a special effort to increase the communication skills of a student by making the material especially relevant or interesting to the student.

10.5 Teacher made the learning situation as real as possible, including having the student become physically involved in the learning situation.

10.6 Teacher arranged for or gave remedial help to a student in basic skill areas.

10.7 Teacher arranged for a student who lacked basic skill to be placed in a more homogeneous grouping.

10.8 Teacher attempted to make a student who was behind the others in his class or in a remedial group feel better about it.

10.9 Teacher attempted to improve a student's handwriting.

11. TEACHER ENCOURAGED OR HELPED A STUDENT TO IMPROVE HIS LISTENING SKILLS.

11.1 Teacher gave individual attention and help to a student lacking listening skills.

11.2 Teacher suggested a student take notes on material presented orally, to develop his listening skills.

TEACHER STRATEGIES

Goal Three

11.3 Teacher made an effort to avoid distracting a student with poor listening habits or to give good directions slowly.

11.4 Teacher used incentives, rewards, or compliments to encourage careful listening.

11.5 Teacher tried to stress the importance of good listening habits, including the importance of listening to directions.

11.6 Teacher, to encourage careful listening, had students answer questions, or draw pictures about, paraphrase, etc., material presented orally.

12. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP RESEARCH SKILLS.

12.1 Teacher had groups of students do reports or presentations requiring research.

12.2 Teacher requested a student to do research or a report requiring research on a particular subject or concept.

12.3 Teacher encouraged a student to do research, on his own, about a subject in which he was interested.

12.4 Teacher gave students questions to which they were to find the answer through use of encyclopedia, dictionary, other library materials, etc.

12.5 Teacher suggested a student locate the answer to his own question.

12.6 Teacher insisted a student do work on his own prior to the teacher's helping him.

12.7 Teacher directed student to books to aid student in deciding upon an idea, topic, etc., for research.

12.8 Teacher instructed student on the location and/or use of library source material, or attempted to show the benefits obtainable from the use of the library and/or books.

13. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP SKILLS IN LOGICAL OR CRITICAL THINKING.

13.1 Teacher insisted a student present only the facts.

13.2 Teacher insisted a student justify his opinion or statement with supporting evidence.

TEACHER STRATEGIES

Goal Three

13.3 Teacher, when student took an erroneous position on an issue, suggested the student do research to find the correct position.

13.4 Teacher, when student would not believe a particular fact, had him do research or reading in this area.

13.5 Teacher cited or elicited evidence to prove student's interpretation was faulty.

13.6 Teacher arranged for material to enable students to gather data or get an answer.

13.7 Teacher pointed out why certain answers did not, in fact, correctly answer the question asked.

13.8 Teacher attempted to train students to become critical and evaluative readers and listeners.

13.9 Teacher arranged to have both sides of a question, argument, or story presented to or by the students.

13.10 Teacher, in real or potential conflict situations involving interpersonal relationships, encouraged or helped a student to seek out the real truth.

13.11 Teacher performed a scientific experiment or demonstration in class.

13.12 Teacher, when a student was having difficulty believing or understanding a scientific principle, deomonstrated a proof to the student.

13.13 Teacher had a student perform an experiment using the scientific method.

13.14 Teacher used clues, unfinished stories, or deceptive pictures to give students training or practice in figuring things out for themselves.

13.15 Teacher encouraged students to ask or see if their own statements work, etc. make sense.

13.16 Teacher, though providing guidance, allowed or encouraged a student to figure something out for himself.

13.17 Teacher taught or discussed aspects of logic, logical reasoning, etc.

TEACHER STRATEGIES

Goal Three

13.18 Teacher provided opportunities through questioning, tests, etc. for students to think, analyze, speculate, or deduce.

13.19 Teacher helped students to understand or think in a sequential fashion or to see the importance of placing things or happenings in the proper order.

13.20 Teacher showed how to use a rational approach to obtain a solution.

13.21 Teacher used the student's own performance to prove the student was wrong or in the wrong.

13.22 Teacher confronted a student with evidence that he must change his inappropriate behavior, including pointing out probable results if the change is not made.

13.23 Teacher, to aid in the student's understanding of a concept, event, etc., related the happening to the students themselves or to their environment.

13.24 Teacher aided a student in becoming less rigid or gave him freedom in which to experiment.

14. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP FOREIGN LANGUAGE SKILLS.

14.1 Teacher used tape recordings in a foreign language to help a student speak in that language.

14.2 Teacher suggested a student remain in the foreign language class for an extra period, or refused to let a student drop the class, or gave individual aid and encouragement to a student who wanted to drop the class.

14.3 Teacher suggested a student read foreign language periodicals, or pointed out the value in being able to read foreign language publications.

14.4 Teacher, when English was a foreign language for a student, aided him in learning English by placing him in a reading class of a lower grade.

15. TEACHER ENCOURAGED OR HELPED A STUDENT TO DEVELOP MATHEMATIC SKILLS.

15.1 Teacher encouraged a student's interest in math.

15.2 Teacher encouraged a student to keep trying, to do better, to work up to his ability.

TEACHER STRATEGIES

Goal Three

15.3 Teacher gave a rationale for studying or learning mathematics or a particular mathematical concept.

15.4 Teacher showed a student how to study for mathematics tests.

15.5 Teacher gave student a tip to aid him in understanding or working a particular mathematical operation.

15.6 Teacher had students compete with each other in math, including drill games and team events.

15.7 Teacher used non-competitive games to increase math skill or interest.

15.8 Teacher used a system of rewards to motivate students in math.

15.9 Teacher used threats, punishment or peer pressure to motivate a student to do work in math.

15.10 Teacher gave a student instructions on how to do a mathematical operation.

15.11 Teacher stressed or demonstrated that mathematics is based on logic or that logical thinking is useful in mathematics.

15.12 Teacher employed a self-discovery method or encouraged students to think through the solution of a math problem for themselves.

15.13 Teacher, when student was having difficulty doing a mathematical operation, reviewed the procedure with him.

15.14 Teacher gave a student additional drill.

15.15 Teacher gave a student personalized instruction materials.

15.16 Teacher made special learning arrangements for a slower student.

15.17 Teacher gave individual help or attention to a student, or arranged for a fellow student to work with him on an individual basis.

15.18 Teacher, as a reward, let a capable math student give individual help to another student who needed it.

15.19 Teacher, in order to get a student interested or involved, had the student demonstrate and/or explain a mathematical operation, concept, problem, etc. before the class.

TEACHER STRATEGIES

Goal Three

15.20 Teacher used a form of rhythm, music, etc. to aid in learning multiplication facts.

15.21 Teacher used, or had students use, an abacus, flash cards, or other visual aids to aid in understanding or working a mathematical operation.

15.22 Teacher used a graph, drawing, or other visual aid to help a student's understanding of a mathematical concept or operation.

15.23 Teacher put an abstract concept in concrete terms or situation.

15.24 Teacher demonstrated how mathematics is used in buying and selling.

15.25 Teacher used or had student use concrete objects to demonstrate or to aid in the understanding of a mathematical concept or operation.

15.26 Teacher set up a store in the classroom.

15.27 Teacher used real or construction paper geometric shapes or other 3-dimensional aids.

15.28 Teacher used candy and other rewards to help teach math.

15.29 Teacher, when a student was having trouble with word problems, had him work the problems using the objects mentioned.

15.30 Teacher attempted to show how mathematics is related to or used in science, music, industrial arts, art, etc.

15.31 Teacher showed student how to use a mathematical operation in matters outside mathematics or a math-related class.

16. TEACHER GAVE GENERAL ENCOURAGEMENT, OR HELP TO A STUDENT.

16.1 Teacher, by talking slowly or by going over material slowly, step-by-step, aided student understanding.

16.? Teacher provided students with memory joggers, helpful hints, etc.

16.3 Teacher made the class interesting or enjoyable by using student involvement, joking, etc.

16.4 Teacher made the student feel he cared for or understood him as an individual.

TEACHER STRATEGIES

Goal Three

16.5 Teacher made student aware of what was expected of him.

16.6 Teacher encouraged student not to worry or be overly concerned about mistakes, doing poorly, etc.

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BOOKLET 3–A
NEEDS ASSESSMENT

QUALITY EDUCATION PROGRAM STUDY

BASIC SKILLS

PENNSYLVANIA
GOAL THREE

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:
The Pennsylvania Department of Education

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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality o' the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Light - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument is comprised of sixty-three (63) area behavioral statements which encompass all of the Ten Goals of Quality Education. These area statements capsulize the various behaviors of the category scheme derived from student behaviors reported by teachers, parents and students.

Individual — The individual needs assessment instrument is a compilation of the behavior statements taken from the category scheme. These phrases or statements have been edited to accommodate their usage by elementary age children. (The individual needs assessment will be found for the appropriate goal in booklets 1A through 10A).

Test Instrument — The test instruments are a compilation of available tests relating to the Ten Goals of Quality Education. (The test instruments will be found for the appropriate goal in booklets 1A through 10A).

PURPOSE OF NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. The need for such assessment may be generated as a result of the Pennsylvania State Quality Assessment Program, or a self-initiated need to identify strengths of the educational program or to identify areas in which greater concentration may be deemed advisable. This instrument could also serve as a medium to acquaint constituents (parents and students) with the Goals of Quality Educatio

Individual — The individual needs assessment instrument is designed primarily for student use, under the direction of the teacher. The purpose would be the individual student assessment of his behavior relating to the specific behavioral categories of one or more of the Goals of Education.

HOW TO USE THE GENERAL NEEDS ASSESSMENT INSTRUMENTS

General

This instrument is designed for parent, student, teacher and administrative use, or any combination of these.

The instrument included in this booklet has a rating scale from "most important" through "least important" with accompanying numerals five (5) through one (1). For illustrative purposes, let us assume a school district would request a community group to identify (in their opinion) the most important things the school is or should be accomplishing.

The group would be instructed to read the statement in bold print and the clarifying material below. They should then determine the importance of the area by placing a check above the number representing the priority they consider appropriate in that area. Tabulation would consist merely of adding the total scores for each area. The areas having the highest total score would reflect the group's priority relating to the school program.

Another approach for the use of this instrument would be to transcribe each statement and explanation on separate cards. This would allow the user to sort the items into priority stacks. Five envelopes could be provided and labeled "most important" through "least important".

There are some advantages to using cards. If the school district would utilize the instrument with several groups, or more than once with one group, the cards can be used and reused since no pencil checking is involved. A "free sort" would

simply require the placing of the cards in the appropriately labeled envelope and the tabulation would be the same as the check list tabulation. This "free sort" method might be desirable to compare priority ratings of different groups.

If a district desires, it can structure the sorting process by a "forced sort". The "forced sort" could require equal numbers of cards in each priority envelope or specify a number not to be exceeded in the "most important" and "least important" envelopes and let the others fall somewhere in the three remaining categories of "important", "average importance" or "marginal importance". The "forced sort" would force a few, manageable, top priority items for the school district to determine a course of action to pursue.

School districts may want to compare goal priorities of college oriented parents vs. another group or the school staff itself. Obviously, discretion must be practiced if comparisons are to be made outside of the school community.

The above illustrations allow school districts flexibility for local uses and needs. They are simply illustrations. Local districts may create innovative approaches with the material for their own use.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

Quality Education should help every child acquire to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - HAS READING COMPREHENSION SKILL; DEVELOPS SKILL IN READING COMPREHENSION. Shows understanding of reading material by answering questions correctly, giving an oral or written report on reading assignment. Shows interest in improving by asking for extra help, reading more on his own, or showing a desire to improve.	1	2	3	4	5
Area 2 - SHOWS COMPREHENSION OF ORAL AND VISUAL MATERIALS. Can follow directions; shows ability to understand lectures, oral reports, films, tapes and records.	1	2	3	4	5
Area 3 - HAS ABILITY TO COMMUNICATE ORALLY; DEVELOPS OR IMPROVES ABILITY TO COMMUNICATE ORALLY. Can speak or read aloud well, get point across; can explain to others and is able to answer questions in complete and correct way. Practices or asks help in improving oral skills; tries to overcome a speech problem; is willing to try oral expression.	1	2	3	4	5

GOAL THREE - BASIC SKILLS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 4 - HAS ABILITY TO COMMUNICATE IN WRITING.	1	2	3	4	5
Can write well, get point across; is able to put ideas into writing; can write poems, etc.					
Area 5 - HAS SKILL IN GRAMMAR, INCLUDING PHONICS, SPELLING, VOCABULARY, HANDWRITING.	1	2	3	4	5
Can use correct grammar; is able to correct mistakes of others; shows interest in improving; does extra work to improve, etc.					
Area 6 - HAS MATHEMATICAL SKILLS; HAS POSITIVE ATTITUDE RELATING TO MATH SKILLS.	1	2	3	4	5
Can do problems; can explain to others; works fast and accurately; understands logic and relationship; makes use of math in other experiences or activities. Works to improve math skills; finds work to be fun; does not give up on difficult problems.					
Area 7 - SHOWS LOGICAL THINKING; ACTIONS ARE RATIONAL.	1	2	3	4	5
Can see relationship between things; uses facts learned before or in another subject to figure out an answer; notices a contradiction or mistake in statements made; shows ability to design, create or repair something. Thinks before acting or speaking; remains calm and acts wisely in emergency situations, and remembers things learned before that helped prevent injury or harm to himself or others.					

GOAL THREE - BASIC SKILLS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 8 - HAS FOREIGN LANGUAGE SKILLS Shows ability in use of a foreign language or works to improve.	1	2	3	4	5
Area 9 - SHOWS INTEREST IN LEARNING - DOING BETTER IN SCHOOL. Asks questions and helps in school subjects; wants to learn and improve grades.	1	2	3	4	5

HOW TO USE THE INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

This instrument is designed for self-evaluation or assessment by students. The teacher may select one of the ten Goals of Quality Education, distribute the instrument for that Goal and request the students to place a check above the corresponding number representing "always" through "never". Evaluation of the check lists would reveal the individual strengths and weaknesses relative to a particular Goal.

Those behaviors receiving low scores would indicate both to the student and teacher behavioral goals to which the student should aspire. Pursuit of these goals could entail teacher-student planning of mini-units of study or projects to bring about the desired behavior. On the basis of this, teachers could collaborate on developing units of study or projects to accommodate those students who scored low on the various behavioral items.

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

Quality Education should help every child acquire to the fullest extent possible for him the mastery of the basic skills in the use of words and numbers.

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 1 - HAS READING COMPREHENSION SKILL; DEVELOPS SKILL IN READING COMPREHENSION.					
1.1 Shows he is able to understand what he reads.	___ 1	___ 2	___ 3	___ 4	___ 5
1.2 Says he sees how what he reads relates to his own life.	___ 1	___ 2	___ 3	___ 4	___ 5
1.3 Reads directions and makes, repairs, does, or learns something.	___ 1	___ 2	___ 3	___ 4	___ 5
1.4 Gains knowledge or information by reading; or student reads in order to gain knowledge.	___ 1	___ 2	___ 3	___ 4	___ 5
1.5 Uses what he reads for a project or for work in another area.	___ 1	___ 2	___ 3	___ 4	___ 5
1.6 Adjusts his reading speed to the difficulty of the material.	___ 1	___ 2	___ 3	___ 4	___ 5
1.7 Asks for or did extra work to improve his reading skills.	___ 1	___ 2	___ 3	___ 4	___ 5
Area 2 - SHOWS COMPREHENSION OF ORAL AND VISUAL MATERIALS.					
2.1 Shows that he understands material presented by spoken word or pictures.	___ 1	___ 2	___ 3	___ 4	___ 5
2.2 Says that he appreciates words or remarks.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 3 - HAS ABILITY TO COMMUNICATE ORALLY; DEVELOPS OR IMPROVES ABILITY TO COMMUNICATE ORALLY.					
3.1 Has information or knowledge and takes part in a debate or discussion.	1	2	3	4	5
3.2 Understands a certain thing or process and explains it to another.	1	2	3	4	5
3.3 Answers a question correctly.	1	2	3	4	5
3.4 Gives a speech and gets his point across.	1	2	3	4	5
3.5 Gives a talk or conducts a meeting and his manner of presentation is good.	1	2	3	4	5
3.6 Speaks using correct methods (does not stutter; speaks clearly; projects voice; pronounces words correctly; holds head high).	1	2	3	4	5
3.7 Communicates well in an informal situation.	1	2	3	4	5
3.8 Reads aloud or gives a talk which is well written or well thought out, demonstrating both writing and communication skills.	1	2	3	4	5
3.9 Writes a report and gives it orally.	1	2	3	4	5
3.10 Makes an outstanding oral report.	1	2	3	4	5
3.12 Practices or asks for help in improving his speech skills.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
3.13 Is willing to express himself orally.	1	2	3	4	5

Area 4 - HAS ABILITY TO COMMUNICATE IN WRITING.

4.1 Obtains ideas through reading or research and communicates them through writing and speaking.	1	2	3	4	5
4.2 Understands a poem, essay, or story he reads, and is able to communicate his ideas about it in writing.	1	2	3	4	5
4.3 Handles a written effort in a different or imaginative way.	1	2	3	4	5
4.4 Gets his point or feeling across in a written effort (other than a poem); or writes something that is very clear and/or understandable.	1	2	3	4	5
4.5 Shows both good thinking or organizing ability and good writing ability.	1	2	3	4	5
4.6 Does a longer or more difficult writing effort than his classmates.	1	2	3	4	5
4.7 Produces an especially good written effort.	1	2	3	4	5
4.8 Writes a poem, or gets across his feelings about a person or thing by writing a poem.	1	2	3	4	5
4.10 Receives help when having difficulty writing something and shows improvement.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 5 - HAS SKILL IN GRAMMAR, INCLUDING PHONICS, SPELLING, VOCABULARY, HANDWRITING.					
5.1 Uses correct grammar or corrects an error in grammar that he makes.	___ 1	___ 2	___ 3	___ 4	___ 5
5.2 Explains something about grammar	___ 1	___ 2	___ 3	___ 4	___ 5
5.3 Improves on his skill, knowledge, or attitude about grammar.	___ 1	___ 2	___ 3	___ 4	___ 5
5.4 Shows he has mastered or is beginning to master phonics.	___ 1	___ 2	___ 3	___ 4	___ 5
5.5 Shows ability or interest in spelling.	___ 1	___ 2	___ 3	___ 4	___ 5
5.6 Shows good vocabulary skills.	___ 1	___ 2	___ 3	___ 4	___ 5
5.7 Points out it is desirable to have a good vocabulary, and says he is going to improve his vocabulary.	___ 1	___ 2	___ 3	___ 4	___ 5
5.9 Uses a dictionary to find meaning of a certain word.	___ 1	___ 2	___ 3	___ 4	___ 5
5.10 Has good or neat handwriting and/or printing, or his poor handwriting improves.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 6 - HAS MATHEMATICAL SKILLS; HAS POSITIVE ATTITUDE RELATING TO MATH SKILLS.					
6.1 Is skilled in math.	1	2	3	4	5
6.2 Demonstrates skills in mathematical logic, relationships, etc.	1	2	3	4	5
6.3 Makes use of math or math concepts outside of math class.	1	2	3	4	5
6.4 Works to improve his math skills or grade.	1	2	3	4	5
6.5 Has a positive attitude toward math or enjoys math.	1	2	3	4	5
Area 7 - SHOWS LOGICAL THINKING; ACTIONS ARE RATIONAL.					
7.1 Is able to reason logically and to see relationships.	1	2	3	4	5
7.2 Respects evidence.	1	2	3	4	5
7.3 Uses reasoning to solve or lessen an actual or possible problem.	1	2	3	4	5
Area 8 - HAS FOREIGN LANGUAGE SKILLS.					
8.1 Shows he is skilled in a foreign language.	1	2	3	4	5
8.2 Works to improve his skill when having difficulty with a foreign language.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 9 - SHOWS INTEREST IN LEARNING-DOING BETTER IN SCHOOL.					
9.2 Asks for or gets help in one or more subjects.	___ 1	___ 2	___ 3	___ 4	___ 5
9.3 Asks questions about something he does not understand.	___ 1	___ 2	___ 3	___ 4	___ 5
9.4 Asks for extra time or help in a subject area other than a basic skill, when he is weak in the basic skills.	___ 1	___ 2	___ 3	___ 4	___ 5
9.5 Shows strong motivation to learn.	___ 1	___ 2	___ 3	___ 4	___ 5
9.6 Improves his grades or does better in school.	___ 1	___ 2	___ 3	___ 4	___ 5
9.7 Shows he can recall information learned earlier.	___ 1	___ 2	___ 3	___ 4	___ 5

ANALYSIS OF INSTRUMENTS

The purpose of this section is to provide the Quality Education Program Study with information concerning the identification and selection of test instruments for assessing pupil development with regard to the Program's stated Ten Goals of Quality Education.

The identification and selection of test instruments for the Quality Education Program Study was done at two sites: the University of Alabama and the University of Nevada, Las Vegas. Dr. Sam Leles directed the work at the University of Alabama site, and Dr. James Case directed the work at the University of Nevada, Las Vegas site.

The test instrument identification and selection procedure at both sites was divided into three phases as follows:

Phase 1 — The initial identification at each site of test instruments for all ten goals of the Quality Education Program Study.

Phase 2 — The preliminary screening of the test instruments identified in Phase 1 for Goals I, III (Secondary), V, VIII, IX, and X (University of Nevada, Las Vegas), and Goals II, III (Elementary), IV, VI, and VII (University of Alabama).

Phase 3 — The final screening and analysis of the remaining test instruments from Phase 2.

After completion of Phase 1, the University of Alabama site and the University of Nevada, Las Vegas site, exchanged listings of the instruments thus far identified for all ten goals and completed Phases 2 and 3, using combined listings of instruments from both sites.

An extended description of each of these three phases of the identification and selection procedure as carried out at the University of Nevada, Las Vegas site, follows:

Phase 1 The Initial Identification of Test Instruments for The Ten Goals.

In mid-February, two graduate students at each University site were employed to make the initial identification search of test instruments for all ten goals of the Quality Education Program Study. The graduate students had previous teaching experience in public schools, and had taken considerable course work in testing, test analysis, test selection, etc., during their current graduate studies. All searchers were, therefore, familiar with the sources for the identification of test instruments.

The searchers were instructed to identify all possible instruments for all ten goals. The initial identification listing was to include the following for each instrument: title, form, author or publisher, date, grade level, a brief description of the appropriate uses of the instrument, and a bibliography notation on where the instrument was located during their search.

The criteria for the initial identification of an instrument was that the instrument appropriately measure any characteristic related to the following description of the ten goals:

I - Self Understanding
II - Understanding Others
III - Basic Skills
IV - Interest in School and Learning
V - Good Citizenship
VI - Good Health Habits
VII - Creativity
VIII - Vocational Development
IX - Understanding Human Accomplishment
X - Preparation for a Changing World

The following is a summary of the number of instruments initially identified by goal at the University of Nevada, Las Vegas site, during Phase 1:

I - 63	VI - 44
II - 43	VII - 35
III - 61	VIII - 37
IV - 36	IX - 35
V - 27	X - 28

These numbers of instruments were identified by a thorough search of the facilities at the University of Nevada, Las Vegas, and at the University of California at Los Angeles.

A listing of the above identified instruments was then sent to the Alabama site. A combined listing of the instruments identified at both sites, at the completion of Phase 1, gave the following number of instruments by goal (corrected for instruments concurrently identified at both sites):

I - 74	VI - 65
II - 56	VII - 57
III - 87	VIII - 62
IV - 53	IX - 55
V - 49	X - 50

A table summary of the numbers of test instruments identified and analyzed by goal for the Ten Goals of Quality Education is listed below. This listing and subsequent final selection of goal-related instruments are not to be considered as exhaustive nor listed in priority form.

SUMMARY

Number of Test Instruments Identified and Analyzed by Goal for The Ten Goals of Quality Education

Goal	No. of Instruments Identified in the Initial Search (UA + UNLV)	No. of Duplicate Instruments	No. of Instruments Analyzed	No. of Instruments Selected
I	84	10	74	26
II	65	9	56	18
III	97	10	87	39
IV	59	6	53	14
V	54	5	49	17
VI	71	6	65	20
VII	57	0	57	10
VIII	65	3	62	24
IX	59	4	55	19
X	53	3	50	22
Totals	664	56	608	209

Phase 2 The Preliminary Screening of the Test Instruments Identified in Phase 1.

The University of Nevada, Las Vegas site, performed a preliminary screening of test instruments from the above described combined listings for Goals: I, III(Secondary), V, VIII, IX, and X. The University of Alabama site concurrently performed a preliminary screening of the instruments from the combined listings for Goals: II, III(Elementary), IV, VI, and VII.

The following criteria were used at both University sites for the preliminary screening of the initially identified instruments from Phase 1 relating to each goal.

Goal One

The instrument must measure and/or identify those characteristics or attributes that provide information that would permit an individual to develop a better understanding of himself and his worth to society.

Goal Two

The instrument must measure and/or identify the individual's extent of acquiring understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in the use of words and numbers.

Goal Four

The instrument must measure and/or identify the individual's acquisition of positive attitudes toward school and toward the learning

process.

Goal Five

The instrument must measure and/or identify habits and/or attitudes of an individual that are associated with responsible citizenship.

Goal Six

The instrument must measure and/or identify the individual's acquisition of good health habits and understanding the conditions necessary for the maintenance of physical and emotional well-being.

Goal Seven

The instrument must measure and/or identify the traits or characteristics encouraging creativity.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the opportunities open to him for preparing himself for a productive life.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of, and/or understanding of, and appreciation of, human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands.

Phase 3 The Final Screening and Analysis of The Test Instruments Remaining After Phase 2.

After the preliminary screening of the test instruments in Phase 2, the total number of instruments for each goal was reduced to approximately half.

The following criteria were used at both sites for the final screening and analysis of the test instruments remaining from Phase 2:

Goal One

The instrument must measure and/or identify characteristics and/or attributes of self concept, and knowledge and/or understanding of societal structures and relationships, and his relationship to these. Examples of the foregoing were: social emotional adjustment; response to ideas, people and established institutions; sense of personal worth, personal freedom, belonging; being with others; political, social, and religious values; emotional adjustment; personal preferences; self confidence; needs and problems identification; friendliness; integrity; leadership and responsibility; value complex development; emotional maturity.

Goal Two

The instrument must measure and/or identify traits or characteristics an individual achieves in attempting to understand and appreciate other persons belonging to social, cultural, and ethnic groups. Examples of the foregoing are: social standards, anti-social tendencies, community relations; generalized attitudes toward nationality, racial, and religious groups; a study of what different people will do in different situations; morality and personality traits, perception of others; independence, leadership, interpersonal traits; and social distance.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in: acquiring ideas through listening and reading; communicating through writing and speaking; handling mathematical operations, and the ability to reason logically and to respect evidence. Examples of the foregoing were: assessment of reading comprehension, progress and growth; assessment of vocabulary, reading speed and accuracy; measurement of auditory memory and alertness; sound-symbol association ability; sensitivity to grammatical structure; listening ability; understanding of word meaning and sentence meaning; location of information; ability to select central ideas and skim; ability to think critically, draw influences, recognize assumptions and reason logically; spatial and numerical reasoning; measurement of concepts and skills in structure and number; recognition and application of mechanics of writing, building of sentences and paragraphy; measurement of arithmetic problem-solving abilities.

Goal Four

The instrument must measure and/or identify positive attitudes toward school and learning. Descriptions include school life; interest index; attitudes toward disciplinary procedure, play, vocation and school work; opinion of school, interests, and subjects.

Goal Five

The instrument must measure and/or identify knowledge of and habits and/or attitudes associated with: loyalty to the fundamental principles of a free democratic society; effective participation in group activities either as a leader or follower; an appreciation and acceptance of the necessity for earning a living; the acceptance of the basic

ethical values of group living, e.g., honesty, concern for the less fortunate, etc. Examples of the foregoing were: assessment of knowledge and understanding of political participation, government organization and services; familiarity with issues that confront citizens in a democrary, e.g., urban problems, economic affairs, foreign policy; knowledge and understanding of the United States Constitution and federal government policies and political participation; assessment of attitudes toward changing the Constitution; assessment of actual and desired political-social activism; assessment of values relative to political controls; measurement of knowledge and understanding of democratic principles of the United States; understanding of social change; measurement of social conformity, prejudice, and degree of open/closed mind; assessment of active involvement in current social or political problems; identification of economic wants; measurement of appreciation of the role of economic factors in one's life.

Goal Six

The instrument must measure and/or identify health behavior from the viewpoint of student practices; understanding conditions necessary for maintaining good health habits; knowledge and application of safety education concept; practices and attitudes one holds regarding health habits; the causes and effects related to good health.

Goal Seven

The instrument must measure and/or identify factors in creative thinking. Examples of related terms are: logical thinking, divergent thinking, ideational fluency, expressional fluency, optimistic-imagination, style preferences, generalizing, analyzing, synthesizing and evaluating.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the educational and vocational opportunities open to him for preparing himself for a productive life. It is explicitly implied that the test instruments selected for this goal will also be used for educational/vocational guidance purposes. Examples of the foregoing were: measurement of mental abilities important for academic success and related endeavors outside the classroom; measurement of scholastic ability of students planning to go to college; prediction of success and satisfaction in an occupation; preference for, liking for, or interest in a vocation; assessment of work values; measurement of aptitude for skills in selected occupations; interest in selected occupational activities; measurement of abilities necessary for success in selected occupational fields; measurement of attitudes toward a vocation; assessment of personal qualities related to job success or failure; educational and vocational planning inventories.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of and/or understanding of, and appreciation of, human achievement regarding the transforming conceptions of modern science, basic socialogical and psychological principles, and the differentiation of the worthy from the worthless in the arts and humanities. Examples of these were: measurement of understanding of music and artistic heritage; measurement of knowledge and comprehension of literature; assessment of understanding of recent social and scientific developments; knowledge, understanding, and appreciation of art, music, drama, and philosophy; measurement of awareness of works of famous composers, writers, and

artists; measurement of ability to interpret literary materials; measurement of understanding of general scientific principles, the nature of scientific inquiry and scientific reasoning.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands. This goal explicitly implies a necessity for continuing education - both formal and/or informal, both recreational and/or vocational (or occupational) - to fill the life-long needs of the individual and society. Selection criteria for test instruments for this goal must, therefore, reflect general interests, attitudes, preferences, etc., toward work and leisure; thus the selected instruments would provide information useful to an individual for future leisure-time and vocational planning - planning that is necessary because of the rapidly changing economic and recreational nature of our world. Examples of these were: identification of behavior preferences; identification of personal problems, e.g., personal finance, planning for future, personal interests; measurement of variability and adaptability; desire for responsibility; interest in self-employment; assessment of aspirations at both idealistic and realistic levels; measurement of independence and resourcefulness; assessment of values which influence manner of coping with life-problems; classification of individual as to type, theoretical-non-theoretical, political-non-political, etc.

GOAL THREE - BASIC SKILLS

INSTRUMENTS

TITLE	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Davis Reading Test	Ser. I 1A, B, 1C,1D Ser. II 2A,2B, 2C,2D	F. B. Davis, C. C. Davis	1967-68	8-13	Used to assess the reading comprehension skills of individuals and groups, and to check student progress and growth in reading ability through retests	158
Gates-MacGinite Reading Tests	E-1,2,3 F-1,2 Em-1M, 2M,3M FM-1M, 2M	A. I. Gates, W. H. MacGinite	1964-65	7-11	Series of reading tests constructed to replace the widely used Gates Reading Tests, which measured speed, vocabulary, comprehension and accuracy.	159
Alpha Examination Modified Form 9		F. L. Wells		7-12	8 tests for numerical and verbal ability.	173
Carroll-Sapon Modern Language Aptitude Test (MLAT)	2	The Psychological Corp.	1959	9-adult	5 parts measure auditory memory and alertness, sound-symbol association ability, English vocabulary, sensitivity to grammatical structure, ability to learn rapidly by rote.	393

Affiliation Testing Program Language Tests (ATP)	1	Catholic University of American, Washington, D.C.	rev.		Exam measuring 5 aspects: listening, comprehension, grammar, vocubulary, reading, comprehension.	394
Iowa Silent Reading Test: New Edition Revised		Harcourt, Brace and World		4-8 9-12	There are 6 scores on the elementary test: rate and comprehension, directed reading, word meaning, paragraph comprehension, sentence meaning, and location of information. The advanced test gives 7 scores: 1-6 and poetry comprehension.	230
Kelly-Greene Reading Comprehension Test		Harcourt, Brace and World		9-13	The test measures 4 skills in reading: selecting the central idea, reading carefully and skimming for details, generalizing and drawing inferences, and remembering details.	231
Nelson-Denny Reading Test, Revised Edition		Houghton-Mifflin Company		9-12 Coll. Adult	Revised test yields 4 scores: vocabulary, paragraph retention, reading rate, and total.	232

GOAL THREE - BASIC SKILLS

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Watson-Glaser Critical Thinking Appraisal		Harcourt, Brace and World	1969	9-12 Coll. Adult	Measures 5 aspects of ability to think critically, draw inferences, recognize assumptions, reason logically.	676
Chicago Tests of Primary Mental Abilities		Science Research Associates, Inc.		5-12	The battery gives 6 scores: number, verbal meaning, space, word fluency, reasoning, and memory.	236
Holzinger-Crowder Unifactor Tests		Harcourt, Brace and World		7-12	The 9 tests in the battery yield 4 factor scores: verbal, spatial, numerical, and reasoning.	239
Diagnostic Reading Tests: Survey Section		The Committee on Diagnostic Reading Tests		K- 4 4-8 7-13	The tests for the upper levels measure vocabulary, rate of reading, and general comprehension.	241
Reading Comprehension: Cooperative English Test		Cooperative Test Division Education Testing Service		9-12 13-14	Yields 4 scores: vocabulary, speed of comprehension, level of comprehension, and total.	242

Traxler High School Reading Test	Public School Publishing Company		10-12	Test gives 5 scores: reading rate, comprehension, word meaning, paragraph meaning, total comprehension, and total. 243
Wechsler Adult Intelligence Scale (WAIS)	The Psychological Corp.	1955	11 & up	11 subtests grouped into 2 scales: verbal and performance. Verbal scale subtests: information, comprehension, arithmetic, similarities, digit span, and vocabulary. Performance scale subtests: digit symbol, picture completion, block design, picture arrangement, and object assembly. 209
Wechsler Intelligence Scale Children (WISC)	The Psychological Corp.	1949	5-15	Same format as WAIS; subtest scores and 2 scales: verbal and performance. 210
Proficiency and Review Battery	California Test Bureau	1965	10-12	Designed to measure basic secondary school skills; 4 tests: Language, numerical, reading, spelling. Time: 100 minutes. Each test composed of 50 multiple choice items. 574

GOAL THREE - BASIC SKILLS

INSTRUMENTS

TITLE	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
California Reading Test - WXYZ Series		California Test Bureau	1963	1-2 2-4 4-6 7-9 9-11	Test divided into 2 parts: reading, vocabulary and reading comprehension.	575
Contemporary Mathematics Test		California Test Bureau		3-4 5-6 7-9 9-12	Measures understanding of concepts and skills in the areas of structure and number, and special mathematic devices. Multiple choice items. Time: 35-45 minutes.	577
Academic Promise Test (APT)	A,B	The Psychological Corporation, 304 East 45th Street New York, N. Y. 10017	1961-62	6,7,8,9	Consists of 4 subtests: Verbal, numerical, abstract reasoning, language usage. Testing time is 90 minutes.	502
Iowa Test of Basic Skills (ITBA)		Houghton Mifflin Co. 110 Tremont Street Boston, Mass. 02107	1964	3-9	Contains 5 basic tests: vocabulary, reading comp., language skills, work study skills and arithmetic skills. Emphasizes use of knowledge rather than rote memory. 96 page booklet (1,232 items) but no more than 507 items attempted by any one grade. Testing time: 316 minutes.	504

Henmon-Nelson Tests of Mental Ability, Revised Edition (TMA)	A,B	Houghton Mifflin Co. 110 Tremont Street Boston, Mass 02107	1961	3-6 6-9 9-12 13-17	Measures those facets of mental ability important for academic success and for related endeavors outside the classroom. Consists of 90 items arranged in order of increasing difficulty. Includes vocabulary, sentence completion, opposites, general information, scrambled letters and words, verbal analogies and classification, arithmetic, reasoning, following directions, etc. Time: approx. 35 minutes.	503
Sequential Tests of Educational Progress (STEP)	A,B	Educational Testing Service, Princeton, New Jersey 08540	1956-63	4-6 7-9 10-12 13-14	Battery consists of 7 tests which stress use of knowledge and communication skills. Covers science, social studies, math, reading, writing, and listening tests.	501
Cooperative Mathematics Tests		Educational Testing Service, Princeton, New Jersey	1964	7-8	Series of 5 end-of-course achievement tests used for modern math. Time varies according to tests.	526
Gray Oral Reading Tests	A,B, C,D	W. S. Gray, H. M. Robinson	1963	1-12	A new and extended series of standardized oral reading paragraphs. Scores for speed, accuracy, and comprehension.	661

GOAL THREE - BASIC SKILLS

INSTRUMENTS

TITLE	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Wide-Range Vocabulary Test	B	Psychological Corp. 304 East 45th Street New York, N. Y. 10017	1969	3-adult	Estimator of verbal or scholastic intelligence. 100 item multiple-choice vocabulary test. Words presented in order of difficulty.	662
California Test of Mental Maturity	Short	California Test Bureau		K-1	Test assesses reading maturity of K-1 age children who have not had kindergarten. Takes approximately 45 minutes; long form available for 1st graders.	643
Detroit Beginning First Grade Intelligence Test	one form only	Harcourt, Brace and World		K-1	Ten short subtests. Samples intelligence. Requires 30-35 minutes.	644
Pitner-Cunningham Primary Mental Test	one form only	Harcourt, Brace and World		1	Measures verbal intelligence; considered a predictor of reading success.	645
SRA Primary Mental Ability		Science Research Associates		1	Test includes subtests of speed of visual perception, quantitative thinking, motor coordination, and spatial relationships; yields mental age as well as a measure of readiness.	646

BTBC (Boehm Test of Basic Concepts)	The Psychological Corp. 304 East 45th Street New York, N. Y.	1971	K-2	Picture Test. Appraises mastery of concepts essential to understanding oral communication. Test is diagnostic as well as a remedial teaching instrument. Identifies understanding (low) and concepts that are unknown. takes 1/2 hour.	629
Reading Readiness Checklist	George B. Spache Evelyn B. Spache	1969	K-1	28 items divided into 5 major categories: vision, speech, listening, social-emotional behavior, and interest in learning to read.	642
Evaluation Scales for Guiding Growth in Handwriting	Frank N. Freemen Zaner-Boser Co.		1,2, 3,4, 5,6	Scales for 1-2 are for manuscript; scales for higher grades are for cursive. Use of 5 reference points. General criterion of quality or effectiveness is employed in judgments.	617
American Handwriting Scale	Paul V. West, A. N. Palmer Co.	1957	2-8	Seven samples of cursive writing samples. Two criteria - quality and speed - are incorporated at each grade level.	618

GOAL THREE - BASIC SKILLS

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Survey of Reading Achievement		California Test Bureau	1963	7-9 9-12	Measures vocabulary, ability to follow directions, reference skills and comprehension. Time: 40 minutes.	576
Test of English Usage		California Test Bureau		High Sch.	Measures recognition and application of the basic rules of composition. 3 parts: mechanics of writing; use of words; building sentences and paragraphy.	578
Thurstone Test of Mental Alertness	A or B	Science Research Associates		9-10 Coll.	Designed to measure language and arithmetic problem-solving abilities. Time: 20 minutes.	596
SRA Reading-Arithmetic Index		Science Research Associates		High Sch. Adult	Each index measures various levels of development. No time limit. Approximately 25 minutes for each index.	597
SRA Reading Progress Test		Science Research Assocs.			Measures 4 basic reading skills: vocabulary, logical thinking, reading for information, and reading rate. Time: 45 - 60 mins.	598

I N D E X

GOAL (CROSS REFERENCE)	REFERENCE	CODE NO.
#3	The Psychological Corporation Test Catalog 1971. New York: Test Division, The Psychological Corporation, 1971, p. 40.	158
#3	Ibid., p. 41.	159
#3	Ibid., p. 19	173
#3	Mehrens, W. A. and I. J. Lehmann, Standardized Tests in Education. New York: Holt, Rinehart and Winston, Inc., 1969, p. 79.	209
#3	Ibid.	210
#3	Thorndike, R. L. and E. Hagen. Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons, Inc., 1967, pp. 298-299.	230
#3	Ibid., p. 580.	231
#3	Ibid.	232
#3	Ibid., p. 575.	236
#3	Ibid., p. 576.	239
#3	Ibid., pp. 577-578.	241
#3	Ibid., p. 581.	242
#3	Ibid.	243
#3	Buros, O. K. (Ed.). Tests in Print. New Jersey: The Gryphon Press, 1961, #618.	393
#3	Ibid., #1343.	394
#3	Linden, James D. and Kathryn W. Linden. Tests on Trial. Boston: Houghton-Mifflin Co., 1968.	501
#3	Ibid.	502
#3	Ibid.	503
#3	Ibid.	504

#3	Merwin, Jack C. "Test Reviews", Journal of Counseling Psychology XII, No. 1, 1965, p. 104.	526
#3	California Test Bureau Catalog, 1967 Del Monte Research Park: 1967 Monterey, California, p. 35.	574
#3	Ibid., p. 18.	575
#3	Ibid.	576
#3	Ibid., p. 21.	577
#3	Ibid., p. 29.	578
#3	Test and Measurement Tools, Chicago: Science Research Associates, 1971, p. 7.	596
#3	Ibid., p. 9.	597
#3	Ibid.	598
#3, #6	Buros, O. K., The Sixth Mental Measurement Yearbook. p. 954.	617
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